



Brunson-Dargan Elementary School

400 Wells Street
Darlington, SC 29532

Grades	3-5 Elementary School	
Enrollment	222 Students	
Principal	Ada O. Sindab	843-398-5080
Superintendent	Dr. Rainey Knight	843-398-5100
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Excellent
2011	Average	Excellent
2010	Below Average	Below Average
2009	Below Average	Average
2008	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

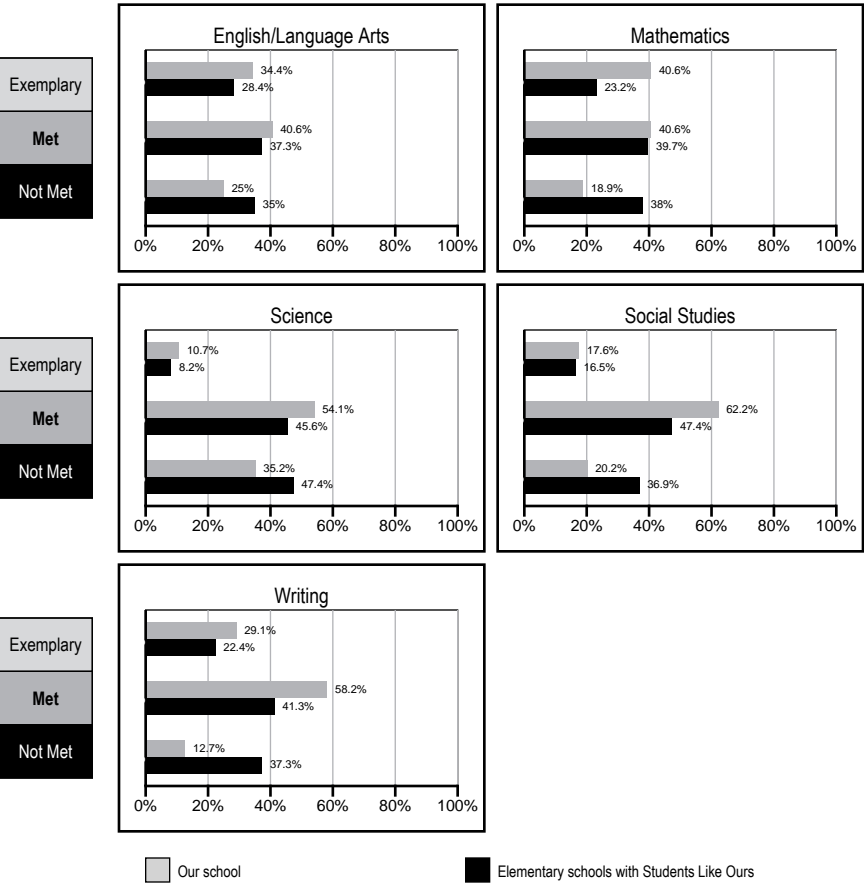
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	115	50	20

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=222)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Up from 0.0%	1.3%	1.0%
Attendance rate	95.8%	Up from 95.5%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	43.8%	Down from 55.6%	61.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.2%	Up from 80.0%	85.7%	88.7%
Teacher attendance rate	96.3%	Up from 92.7%	95.1%	95.1%
Average teacher salary*	\$44,811	Down 2.4%	\$45,194	\$47,210
Professional development days/teacher	13.5 days	Up from 11.4 days	10.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 21.6 to 1	18.5 to 1	20.0 to 1
Prime instructional time	90.6%	Up from 86.9%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,256	Down 3.3%	\$8,082	\$7,247
Percent of expenditures for instruction**	56.2%	Down from 60.7%	67.0%	68.2%
Percent of expenditures for teacher salaries**	54.0%	Down from 57.0%	63.5%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Brunson-Dargan Elementary School (BDE) serves 205 students in grades three through five in the heart of Darlington, South Carolina. During this school year, we continued to utilize the Explicit Direct Instructional (EDI) approach to classroom instruction. In addition, we focused on the planning of effective lessons and using assessment results to guide instruction. This year, we launched a school-wide Bully-Free campaign. Through the guidance department, the staff was educated about the signs of bullying. Students were taught strategies to use in the event he/she becomes a victim of a bully.

BDE teachers continued to challenge students with research-based instructional practices, such as the Balanced Literacy Model, computer-assisted instruction in reading and math (Compass Learning Odyssey), and small group intervention programs such as SOAR to Reading Success, Read Well and small group mathematics instruction. Several initiatives were implemented to address the mathematical needs of our students, such as universal math morning work, Multiplication-by-the-Step (mastering multiplication facts), Bonus Math Time (problem-solving strategies), Bonus Reading Time (comprehension strategies), and early morning computer-assisted mathematics instruction. Another significant intervention program for BDE students was the BDE Homework Center sponsored by the South Carolina Chamber of Commerce. The center provided after-school assistance in the areas of English language arts and math to approximately 45 students.

Professional development focused on improving the quality of classroom instruction using the EDI instructional approach through a book study of Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson by John Hollingsworth and Silvia Ybarra. Through the Teacher Advancement Program (TAP), master and mentor teachers provided teachers with weekly professional development in researched-based strategies in reading to support the school-wide Bonus Reading Time.

BDE continues to improve its relationship with the Darlington community through business and faith-based partnerships, the Parent/Teacher/Community Organization, and School Improvement Council. The BDE G.I.V.E.S (Get Involved Volunteering in Education at School) Parent Volunteer organization was implemented to enhance the children's educational experience here at school. A partnership was continued with New Providence Baptist Church of Darlington to provide mentors to select students. As we continue to focus on educating the whole child, BDE is proud to participate in a fruit and vegetable grant, providing a healthy snack to the students and staff three days a week.

As we plan for the 2012-13 school year, the faculty and staff of Brunson-Dargan Elementary School remain focused and committed to providing a high quality educational program so that all students will have the opportunity to make their dreams become a reality.

Ada O. Sindab, Principal

Evelyn Robinson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	58	51
Percent satisfied with learning environment	100.0%	96.5%	94.0%
Percent satisfied with social and physical environment	100.0%	94.4%	94.1%
Percent satisfied with school-home relations	68.8%	87.0%	89.8%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	91.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Brunson-Dargan Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	651.0	656.0	618.1	627.9	99.0	99.0
Male	651.3	657.8	620.8	631.5	98.8	98.8
Female	650.8	654.6	616.3	624.9	99.1	99.1
White	N/A	N/A	N/A	N/A	93.3	93.3
African American	646.5	651.1	610.5	626.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	648.8	655.0	615.3	626.5	98.8	98.8
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	74	100	22.7	28.8	48.5	77.3
	4	78	98.7	19.4	46.3	34.3	80.6
	5	98	100	28.9	53.3	17.8	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	77	98.7	18.8	34.8	46.4	81.2
	4	68	100	29.2	41.5	29.2	70.8
	5	60	98.3	21.1	38.6	40.4	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	74	100	34.8	30.3	34.8	65.2
	4	78	98.7	26.9	47.8	25.4	73.1
	5	98	100	24.4	45.6	30	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	77	98.7	26.1	42	31.9	73.9
	4	68	100	20	40	40	80
	5	60	98.3	3.5	38.6	57.9	96.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	41	97.6	27.8	52.8	19.4	72.2
	4	76	98.7	30.8	63.1	6.2	69.2
	5	51	100	40.4	36.2	23.4	59.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	42	100	57.9	18.4	23.7	42.1
	4	67	100	23.4	64.1	12.5	76.6
	5	32	96.9	20	60	20	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	36	100	25	53.1	21.9	75
	4	78	98.7	22.4	50.7	26.9	77.6
	5	48	100	47.7	38.6	13.6	52.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	42	97.6	27	56.8	16.2	73
	4	66	100	14.3	63.5	22.2	85.7
	5	28	96.4	14.8	63	22.2	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	98	95.9	29.9	48.3	21.8	70.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	61	95.1	12.7	58.2	29.1	87.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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